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Community Consolidated
School District #46

DEMOGRAPHIC STUDY

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COMMUNITY CONSOLIDATED SCHOOL DISTRICT #46

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2006

The purpose of this study is to provide the Community Consolidated School District #46 with an analysis of the potential impact changes in demographics could have on school enrollment.

DATA COLLECTION

The first task was to collect the relevant demographic and associated statistical data. This included, but was not limited to U.S. Census data; birth and death statistics from the State of Illinois; IRS migration reports, motor vehicle registration data, and building permit information.

Fanning/Howey Associates Inc. has an extensive demographic database for the state, counties, cities and towns within the State of Illinois. These data include hard statistical information from the 2000 and 1990 Census, updates from the 1995 Estimated Census and 2004 information from Applied Geographic Solutions (AGS) one of the demographic industry's leading sources of post-census population and household data.

Fanning/Howey Associates, Inc. uses PCensus-USA™ as the software to manage the database. One of the advantages of this software is the ability to generate data for any shape polygon. Therefore, the boundary of the Community Consolidated School District



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#46 was plotted using a program entitled MapInfo Professional™ and a shape file from the U.S. Census Bureau.

The PCensus for MapInfo™ program then generated detailed demographic statistics for the polygon that represents the boundary of the Community Consolidated School District #46. Data were also generated for Lake County and the State of Illinois.

METHODOLOGY

Fanning/Howey Associates Inc. uses a modified cohort component (survival) method to develop the demographic projections. The cohort component method is one of the most common methods of projecting changes in population. This is done for both the population as a whole, as well as for grade-to-grade enrollment projections.

While the enrollment projection is of most interest to the district, it is important to consider the projected changes the entire district population is expected to experience. Large numbers of people moving into or out of the district can greatly affect near and long-term enrollment.

Fanning Howey begins by projecting the future district population. The district population is divided into distinct five-year [5] increment age groups (cohorts). Therefore, the population of the study area is divided into those persons age 0 to 4, 5 to 9, 10 to 14, etc. Due to the small size of the final cohort, persons age 85 and over are considered as one cohort.

Using a combination of the annual fertility and mortality rates for each cohort, the population is "aged" each year throughout the planning period. Typically, this is done for a ten-year period. Longer periods can be used with the understanding that reliability decreases as the length of the planning period is increased.



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The fertility and mortality rates are taken from various sources including vital statistics from the state of Illinois and other established sources such as the insurance industry. Many states, such as Illinois, provide information on births and/or deaths. It should be noted that this information is compiled based on the address of the person, not where the event occurs.

Population changes are also affected by migration into and out the area. Traditionally, this is the most difficult factor to assess. Fanning/Howey Associates Inc. considers the level of migration in several ways. First, Fanning/Howey incorporates local housing start data into the population projection model. However, housing starts alone do not tell the whole story. In established areas there is often a demographic shift exhibited as older "empty nesters" relocate to alternative housing. They tend to sell larger homes where they raised their families. Families with young children, or "DINKS" (Dual Income No Kids) who are planning on starting a family, move in thus beginning a "recycling" of the housing stock. Therefore, whenever possible the sales of existing homes and the impact those sales have on student enrollment is considered.

Finally, a macro-level source of data is the Internal Revenue Service. The IRS codes the individual income tax returns by the social security number of the primary filer. The code establishes the location of the home from which the return was filed. The following year the location code of the primary filer is compared to the previous year's location code. Tables of outflows and inflows by county for each state are developed. Again, this represents macro-level data that is useful for spotting general county-wide trends.

Whenever possible, as much of this information is used to augment the cohort component method. The result is the development of a ten-year demographic projection for the population residing in the Community Consolidated School District #46. This projection



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provides needed information, especially about births upon which future kindergarten enrollment relies.

Following completion of the district-wide population projection the next step is to develop a grade-to-grade enrollment projection. This is done by assessing the grade-to-grade survival ratio for the past several years. In a district with a very stable population and little growth and development as ascertained by the district-wide population study, applying these survival ratios to each grade provides the enrollment projection. The only other additional factor is the yearly influx of kindergarten students as determined from actual or anticipated births. If, however, it was determined during the district-wide study that there is significant new movement then the grade-to-grade survival ratio needs to be augmented.

An example would be a district that has consistently experienced a constant level of new home construction. In that scenario, applying the grade-to-grade survival ratio that has been experienced in the past will account for future enrollment changes. However, if there are a significant number of new homes being built at a greater rate than in the past, simply applying the grade-to-grade survival ratio is not sufficient. Under that scenario, an adjustment needs to be made to account for the students that are likely to enroll as a result of increased housing construction.

STATISTICS USED IN THE DEMOGRAPHIC PROJECTION

Fertility and Mortality: In order to "age" the population cohorts in the Community Consolidated School District #46, fertility and mortality rates had to be established.

The overall fertility rate for the Community Consolidated School District #46 is 16.59 births per 1,000 persons. This is a slightly higher birth rate than that exhibited by Lake County (16.39 births per 1,000 persons) or the state of Illinois as a whole (11.78 per 1,000



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persons). This is directly attributable to a higher number of women of childbearing age in the district as compared to the county or the state as a whole. The birth rate comparison is shown in the following table.

BIRTH RATE COMPARISON	Community Consolidated School District #46	Lake County	Illinois, State of
Birth Rate (per 1000 population)	23.25	16.39	11.78
Total Population	22,789	644,356	12,419,293
Total Annual Births	530	10,561	146,298

Source: Illinois Department of Health and U.S. Census Bureau

The overall mortality rate was found to be 5.42 deaths per 1,000 persons. This compares to a Lake County 5-year average rate of 6.17 per 1,000 persons and a state of Illinois rate of 10.57.

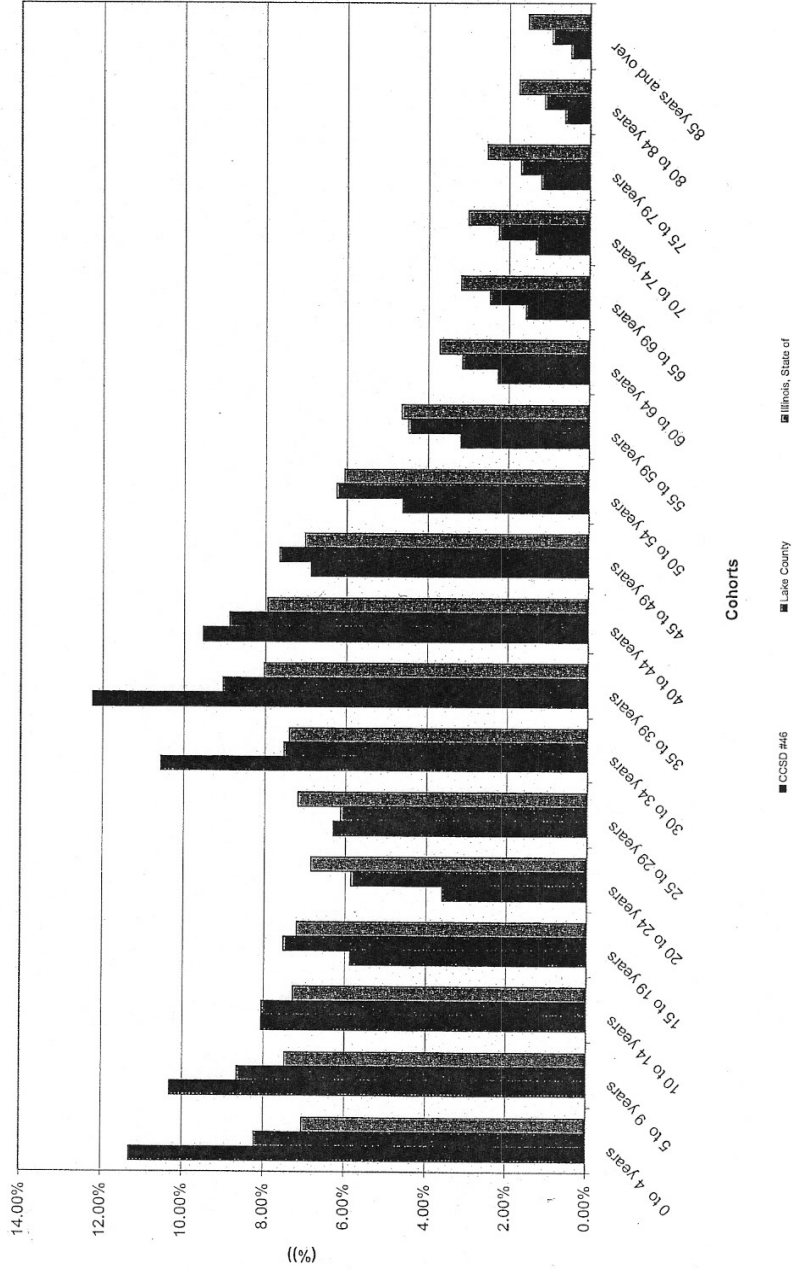
The lower mortality rate is not unexpected given the lower percentage of seniors (age 80+) living within the district as compared to Lake County and especially the state of Illinois as a whole. Conversely, the higher birth rate is not unexpected given the greater percentage of persons of childbearing age in the district. This is shown graphically on the next page.

FACTORS USED: A FERTILITY RATE OF 23.25 AND A MORTALITY RATE OF 5.42 PER 1,000 PERSONS



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Cohort Distribution by Percentage





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Development and Migration: The following table illustrates the number of new homes constructed during in the district for each period time dating back to when records were kept in 1939 or earlier. The units built in each period are totaled to show the cumulative number of units as well as the number of homes built annually each period in the Community Consolidated School District #46. The table also projects new home construction to the year 2015.

Housing Construction	Built/Period	Total	Per Year
Projected 2010 to 2016	1,800	12,983	257
Projected 2005 to 2009	1,505	11,183	301
Built April 2000 to 2004	1,758	9,678	370
Built 1999 to March 2000	212	7,920	170
Built 1995 to 1998	1,843	7,708	461
Built 1990 to 1994	2,043	5,865	409
Built 1980 to 1989	904	3,822	90
Built 1970 to 1979	845	2,918	85
Built 1960 to 1969	505	2,073	51
Built 1950 to 1959	707	1,568	71
Built 1940 to 1949	335	861	34
Built 1939 or earlier	526	526	n/a

Source: U.S. Census Bureau

In reviewing future housing development information from each municipality, as well as from Lake County, there is no immediate indication that there will be a dramatic shift in housing starts. Growth is projected to continue at the current pace for several more years. At the end of the 10-year planning horizon used in this study, growth is expected to slow. That is due to the district becoming "built-out" as easily developed land is used for housing and sites for new development become scarce.

FACTORS USED: ANNUAL HOUSING STARTS OF APPROXIMATELY 300 DURING THE NEXT FIVE YEARS SLOWING TO 257 AT THE END OF THE PLANNING PERIOD.



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“Build-Out” Analysis: In preparing this report there was considerable evaluation of the future number of housing units that are anticipated in the district. As shown in the previous section, there is a projection of 12,983 housing units by the year 2016. This represents an increase of 3,300 housing units from 2005 to 2016. Questions naturally arise such as “is this achievable?” and “is there enough land for that level of development?” The goal of this section of the demographic study is to project when that will happen; what the district will look like in terms of land use; and, what that means relative to student enrollment.

Methodology – Lake County has developed an extensive Geographical Information System [GIS]. A GIS system links objects on a map with an associated database. As it pertains to a “build-out” analysis the most useful information is the data relating to individual land parcels.

The “parcel” layer of the GIS database contains a large number of fields. In addition to ownership and mailing address data, the record of each parcel contains a land use classification. There are fifteen [15] land use classes identifying the particular use of the property.

At first glance it would appear that this level of detailed information would make the development of a build-out analysis an easy task. Vacant land is coded “residential vacant”, “commercial vacant” or “industrial vacant” if it has the potential, based on a variety of factors, to be developed for residential, commercial or industrial uses respectively. Therefore, the initial thought was to identify all vacant residential parcels in the district; determine how many acres those parcels contain; apply development factors such as units per acre and a rate at which units are being constructed; and, that essentially completes the build-out analysis.

However, simply identifying all vacant residential land does not achieve an accurate build-out analysis for several reasons. In the past agricultural land has been rezoned and



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converted to other uses. As in many places, there are wetlands and floodways that prohibit the development of some sites whether they are classified as residential vacant or agricultural land.

Based on these factors a simple accounting of vacant residential land would not suffice, therefore, a more comprehensive approach was required. The methodology used in the build-out analysis was as follows:

The land classified as residential vacant was extracted from the GIS database only as a starting point. All of the agricultural land remaining in the district was identified and added to the preliminary "pool" of land with development potential.

Together these two groups of land represented all of the potential building sites. The next step was to identify those parcels, or portions of parcels, that have no development potential.

The land having no development potential was excluded from the "pool". This land included parcels in the following categories: floodways and wetlands.

One obstacle was that while the boundaries of the vacant residential and agricultural lands were defined by parcels, wetlands and floodways were not. Therefore, a grid analysis was performed. Using the GIS software, the district was divided into one acre cells. Each cell was characterized as to whether or not it was in the development "pool"; whether or not it was a wetland; and, whether or not it was in a floodway. Subtracting the one acre cells that are in floodways or wetlands from the cells that are in the "pool" and available for development provided a total acreage that has actual potential.

Once the excluded lands had been removed from the pool of potential sites the final step in the analysis was to apply factors relative to the number of units per acre; the development



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timeframe; the potential number of students per unit; and, the hypothetical number of students that could enroll in Community Consolidated School District #46. This was done for the district as a whole as well as the individual attendance areas of the four elementary schools.

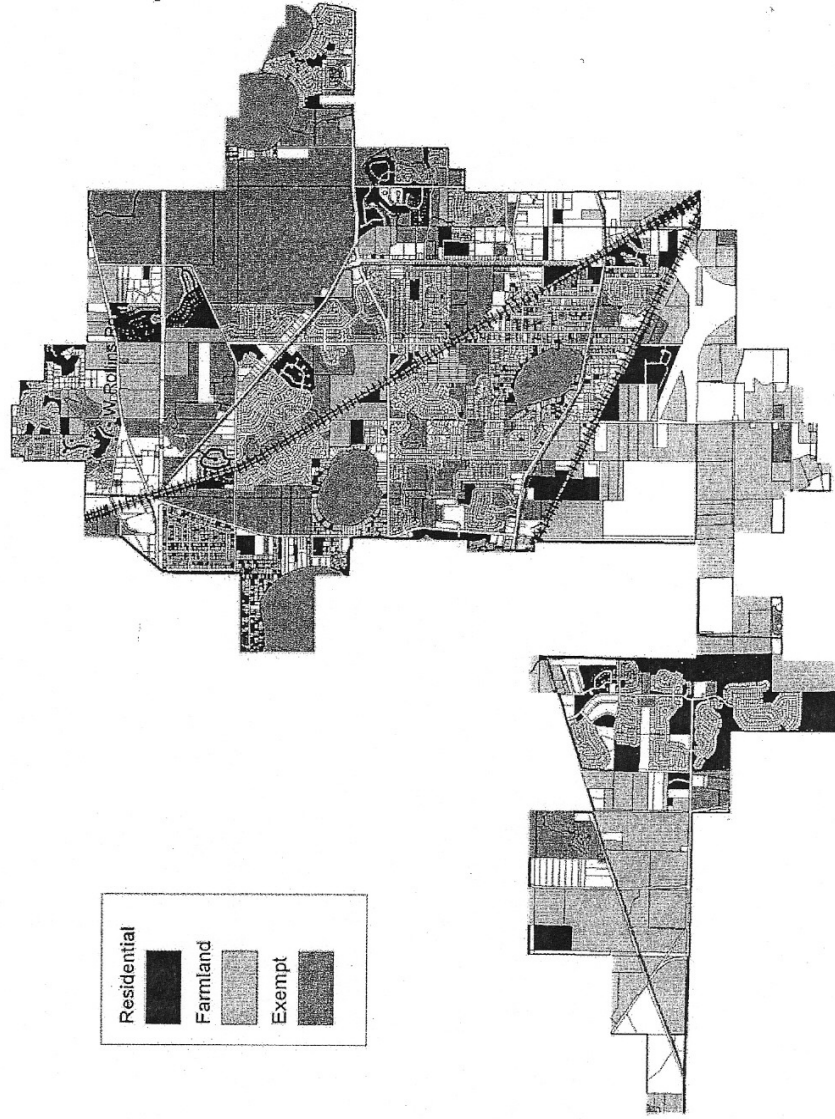
Findings – The map on the following page illustrates a general potential development map. The parcels colored red, green and yellow are the parcels coded vacant residential (red), agricultural (yellow), and exempt (green) respectively. The exempt parcels are lands that are in forest preserves, already used for government uses such as schools, or otherwise not available for development.

The following table represents the detailed analysis derived using the described methodology.

	Parcels		Acres	
	No.	%	No.	%
Residential	1024		959.3	
Avon	323	31.5%	170.8	17.8%
Meadowview	38	3.7%	62.8	6.5%
Woodview	202	19.7%	155.9	16.3%
Prairieview	461	45.0%	569.8	59.4%
Farmland	178		2,428.5	
Avon	19	10.7%	307.0	12.6%
Meadowview	7	3.9%	332.3	13.7%
Woodview	5	2.8%	41.3	1.7%
Prairieview	147	82.6%	1,747.9	72.0%
Totals	1,202		3,387.8	
Avon	342	28.5%	477.8	14.1%
Meadowview	45	3.7%	395.1	11.7%
Woodview	207	17.2%	197.2	5.8%
Prairieview	608	50.6%	2,317.7	68.4%



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Potential Development Area



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Breaking the data down, the table illustrates that there are 1,024 buildable vacant residential parcels representing 959.3 acres. Added to that are 178 vacant farmland parcels with a total of 2,428.5 acres. Therefore the total number of buildable parcels is 1,202 encompassing 3,387.8 acres. These data are further broken down by school attendance areas.

Using a factor of two units per buildable acre and assuming that twenty percent (20%) of the land is used for roads and other common areas, the district has the potential to support an additional 5,420 single family housing units. This is shown in the following table.

POTENTIAL HOUSING UNITS	
Totals	5,420
Avon	764
Meadowview	632
Woodview	316
Prairieview	3,708

However, it is doubtful that all units will ever be built. That is not to say that it is impossible but it is doubtful that every parcel will be built on due to a variety of factors including: unforeseen environmental limitations; changes in the local economy; not all units will be single family units; some lots will be larger, etc.

Also, it should be noted that several developments that are currently underway; notably the Rollins Road Development at the project known as the Synnestvedt Property, are shown as largely undeveloped despite being under construction. That is due to the Lake County GIS database "lagging" actual development. It does not affect the fact that between now and the end of the planning period in 2016, those lands, along with others, will be built upon.

During the past several years the district has experienced the construction of approximately 370 new housing units per year most of which have been single family homes. However,



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future growth is expected at a slightly slower rate of 300 units per year for the next several years. If construction continued at that rate build-out would occur in about twenty [20] years. The total number of housing units could exceed 15,000. Given the current enrollment and number of housing units in Community Consolidated School District #46 there are approximately 0.43 students per unit. If that number were to hold in the future the hypothetical enrollment could exceed 6,450.

In actuality, neither enrollment nor development is expected to reach those levels. The point of this analysis, however, is that it supports the projection that there is sufficient land to build 300 units per year for the next several years and 250-260 units for the last few years of the 10-year planning horizon used in this projection.

SURVIVAL RATIOS

One of the key factors in developing an enrollment projection is the grade-to-grade survival ratios. As a class of students move from one grade to the next, the number advancing is compared to the previous year's enrollment. A percentage greater than one hundred indicates students joined that class. A percentage of less than one hundred indicates that students have left that class. The survival ratios are shown in the table on the following page.



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Average Survival Ratios	
	Average
K to 1	111.24%
1 to 2	99.58%
2 to 3	102.15%
3 to 4	101.29%
4 to 5	104.04%
5 to 6	99.85%
6 to 7	105.50%
7 to 8	101.78%

Yearly Grade-to-Grade Survival Ratio: 1995-96 to 2005-06											
	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
K to 1	114.17%	122.66%	113.87%	113.80%	115.70%	116.53%	111.20%	114.92%	110.80%	104.25%	115.00%
1 to 2	103.95%	112.41%	101.47%	103.21%	96.04%	103.52%	102.40%	101.44%	100.91%	96.19%	99.79%
2 to 3	99.16%	107.98%	103.68%	96.24%	102.80%	101.80%	99.76%	102.35%	104.26%	101.35%	100.66%
3 to 4	107.27%	113.08%	105.28%	97.34%	105.11%	107.25%	102.03%	100.00%	102.98%	97.96%	104.23%
4 to 5	109.78%	109.75%	105.60%	103.01%	98.48%	105.14%	101.97%	103.97%	105.35%	102.45%	104.40%
5 to 6	118.28%	113.77%	103.86%	100.00%	100.32%	105.56%	100.27%	101.38%	99.52%	96.77%	101.74%
6 to 7	109.66%	108.18%	96.80%	101.49%	103.18%	106.47%	103.51%	104.34%	105.45%	107.67%	104.53%
7 to 8	106.88%	107.05%	97.48%	104.78%	99.27%	103.77%	106.38%	99.72%	101.30%	102.33%	103.79%

Source: Community Consolidated School District #46



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The survival ratios used in the enrollment projection are summarized in the first table. These averages represent data from the 1996-97 school year to the present (2005-06). The subsequent table is a detailed breakdown of the annual grade-to-grade survival ratios.

DISTRICT POPULATION PROJECTION

Using the cohort component (survival) method with the above referenced factors yields a total population projection (all ages) for the Community Consolidated School District #46 as shown on the following two pages. The projection extends over a ten [10] year planning horizon [2006 – 2015]. The projection produced was based on the factors previously documented in this report.

The projection yields an average annual population increase of over one and six tenths of a percent (1.65%) per year. This is comparable to the county-wide projections done for Lake County by the Illinois State Data Center, Lake County Regional Planning and the U.S. Census Bureau.

Note that the projected annual percentage increase begins to fall slightly at the end of the planning period. This reflects the aforementioned “build out” and need for additional infrastructure capacity. Overall, however, based on information received from the Lake County Regional Planning Commission, the district population is projected to continue to experience a robust growth during the next ten years.



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TOTAL POPULATION PROJECTION
COMMUNITY CONSOLIDATED SCHOOL DISTRICT #46
2000 - 2010

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
0 to 4	2,575	2,567	2,560	2,569	2,589	2,618	2,653	2,695	2,742	2,793	2,848
5 to 9	2,349	2,464	2,555	2,626	2,685	2,736	2,773	2,809	2,846	2,885	2,927
10 to 14	1,836	1,993	2,142	2,279	2,403	2,514	2,605	2,685	2,756	2,821	2,880
15 to 19	1,338	1,467	1,602	1,740	1,877	2,012	2,138	2,257	2,368	2,471	2,566
20 to 24	822	929	1,041	1,158	1,278	1,402	1,528	1,653	1,778	1,899	2,017
25 to 29	1,437	1,331	1,268	1,240	1,241	1,266	1,308	1,367	1,439	1,522	1,612
30 to 34	2,407	2,234	2,074	1,934	1,816	1,722	1,648	1,597	1,569	1,560	1,570
35 to 39	2,790	2,734	2,655	2,560	2,455	2,348	2,240	2,139	2,048	1,970	1,905
40 to 44	2,173	2,312	2,411	2,475	2,507	2,512	2,491	2,454	2,403	2,344	2,281
45 to 49	1,567	1,688	1,813	1,932	2,041	2,134	2,208	2,264	2,301	2,320	2,323
50 to 54	1,053	1,152	1,255	1,362	1,471	1,581	1,686	1,786	1,876	1,956	2,023
55 to 59	729	787	853	926	1,005	1,091	1,181	1,274	1,368	1,461	1,551
60 to 64	519	551	587	630	678	732	792	858	929	1,004	1,082
65 to 69	362	382	404	428	456	488	523	564	609	659	713
70 to 74	305	302	304	309	318	330	346	365	389	416	447
75 to 79	276	263	252	243	236	232	231	232	237	245	256
80 to 84	141	148	151	150	148	144	139	135	131	128	127
+85	108	115	123	132	139	146	151	155	157	158	157
Total	22,787	23,419	24,050	24,692	25,344	26,007	26,642	27,287	27,943	28,610	29,287
% Chng.		2.77%	2.70%	2.67%	2.64%	2.61%	2.44%	2.42%	2.40%	2.38%	2.37%

Actual Data ☐ Projected Data ☐



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**TOTAL POPULATION PROJECTION
COMMUNITY CONSOLIDATED SCHOOL DISTRICT #46
2011 - 2015**

	2011	2012	2013	2014	2015
0 to 4	2,910	2,974	3,041	3,111	3,183
5 to 9	2,984	3,042	3,101	3,162	3,224
10 to 14	2,946	3,010	3,073	3,135	3,196
15 to 19	2,660	2,748	2,831	2,910	2,986
20 to 24	2,131	2,241	2,347	2,448	2,545
25 to 29	1,711	1,813	1,917	2,021	2,124
30 to 34	1,600	1,643	1,698	1,763	1,836
35 to 39	1,859	1,829	1,813	1,811	1,823
40 to 44	2,221	2,164	2,112	2,067	2,031
45 to 49	2,314	2,295	2,268	2,235	2,201
50 to 54	2,078	2,120	2,149	2,167	2,174
55 to 59	1,637	1,716	1,787	1,850	1,903
60 to 64	1,163	1,244	1,325	1,403	1,478
65 to 69	772	835	901	970	1,040
70 to 74	482	522	566	614	666
75 to 79	270	288	310	336	365
80 to 84	127	130	135	143	154
+85	156	154	152	150	150
Total	30,022	30,768	31,526	32,296	33,079
% Chng.	2.51%	2.49%	2.46%	2.44%	2.42%

Actual Data

Projected Data



COMMUNITY CONSOLIDATED SCHOOL DISTRICT #46 DEMOGRAPHIC STUDY

ENROLLMENT PROJECTIONS

Since the primary concern of this study is the impact future demographic changes will have on the local schools, the school age population was analyzed. It is projected that the Community Consolidated School District #46 will continue to experience a substantial increase in enrollment during the ten-year [10] planning period. The historical and projected enrollment is shown graphically in the chart on the following page. The table on the following two pages is summary of the historical and projected enrollment in the Community Consolidated School District #46 over the fourteen [14] years of historical data and projected forward over the ten-year [10] planning horizon.

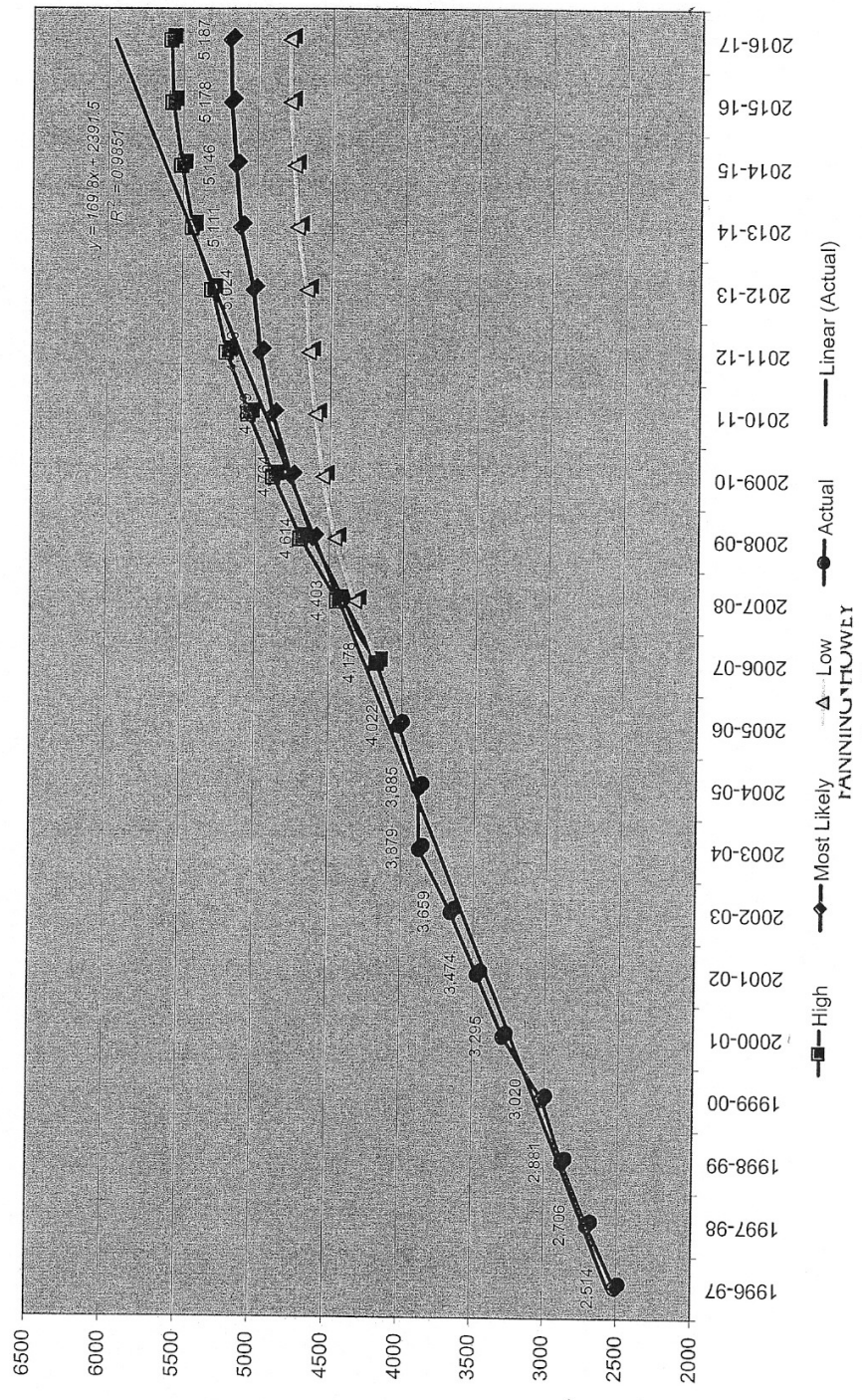
During the period from the 1992-93 school year to the current school year there has been a substantial increase in student enrollment. There has been some moderation in the growth rate the past four years. Typically this decrease corresponds with the end of what has been referred to as the "baby boom echo". These are the children of the post-World War II "baby boom" generation who are finishing school. Many districts have seen the end of the baby boom echo result in actual declines in enrollment from the early 1990's to the present. The continued growth in terms of new housing starts has, to a large degree, offset the end of the baby boom echo in the Community Consolidated School District #46.

The chart on the following page shows the actual enrollment since the 1996-97 school year as a dark blue line. The red line represents the new projection for the next ten years. The chart also shows the projection for a "low" development scenario (yellow line) and a "high" development scenario (orange line). Those scenarios are based on less and more housing starts occurring over the next ten years. However, the red line is deemed to be the "most likely" and is based on the factors previously cited in this report.



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CCSD #46 - Actual and Projected Enrollment





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Enrollment Historical and Projected
COMMUNITY CONSOLIDATED SCHOOL DISTRICT #46
1990-91 Through 2002-03

Grade	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
Kindergarten	175	172	192	202	254	278	274	355	344	357	375	382	426
1st	166	184	186	227	253	290	341	312	404	398	416	417	439
2nd	146	167	187	201	239	263	326	346	322	388	412	426	423
3rd	152	152	168	209	220	237	284	338	333	331	395	411	436
4th	153	147	158	168	225	236	268	299	329	350	355	403	411
5th	117	145	163	182	186	247	259	283	308	324	368	362	419
6th	155	137	164	197	207	220	281	269	283	309	342	369	367
7th	127	164	156	182	218	227	238	272	273	292	329	354	385
8th	122	134	182	170	208	233	243	232	285	271	303	350	353
DISTRICT TOTAL	1,337	1,429	1,588	1,772	2,043	2,267	2,514	2,706	2,881	3,020	3,295	3,474	3,659
Change		92	159	184	271	224	247	192	175	139	275	179	185
% Change		6.88%	11.13%	11.59%	15.29%	10.96%	10.90%	7.64%	6.47%	4.82%	9.11%	5.43%	5.33%
K-4	792	822	891	1,007	1,191	1,304	1,493	1,650	1,732	1,824	1,953	2,039	2,135
5-8	272	282	327	379	393	467	540	552	591	633	710	731	786
7-8	249	298	338	352	426	460	481	504	558	563	632	704	738

Historical Data ☐ Projected Data ☐



COMMUNITY CONSOLIDATED SCHOOL DISTRICT #46
DEMOGRAPHIC STUDY

Enrollment Historical and Projected
COMMUNITY CONSOLIDATED SCHOOL DISTRICT #46
2005-06 Through 2015-16

Grade	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Kindergarten	447	360	395	407	422	471	406	411	413	414	416	418	420	422
1st	472	466	414	467	471	488	542	474	480	482	484	486	488	490
2nd	443	454	465	440	484	488	504	562	494	500	502	504	506	508
3rd	441	449	457	501	467	512	516	536	595	526	532	534	536	538
4th	449	432	468	489	524	490	535	543	564	624	553	560	562	563
5th	433	460	451	489	525	562	527	577	585	606	669	595	602	604
6th	417	419	468	452	504	540	577	545	595	603	625	687	614	620
7th	387	449	438	490	493	547	585	627	593	646	655	677	743	666
8th	390	396	466	442	513	516	572	614	656	622	676	684	707	774
DISTRICT TOTAL	3,879	3,885	4,022	4,178	4,403	4,614	4,764	4,889	4,976	5,024	5,111	5,146	5,178	5,187
Change	220	6	137	156	225	210	150	125	87	48	87	34	32	9
% Change	6.01%	0.15%	3.53%	3.88%	5.40%	4.77%	3.25%	2.63%	1.78%	0.96%	1.74%	0.67%	0.63%	0.17%
K-4	2,252	2,161	2,199	2,305	2,369	2,448	2,503	2,526	2,547	2,547	2,488	2,502	2,512	2,521
5-8	850	879	919	941	1,029	1,102	1,104	1,122	1,180	1,209	1,293	1,283	1,216	1,225
7-8	777	845	904	932	1,006	1,063	1,157	1,241	1,250	1,268	1,330	1,362	1,451	1,440

Historical Data ☐ Projected Data ☐



COMMUNITY CONSOLIDATED SCHOOL DISTRICT #46
DEMOGRAPHIC STUDY

It should be remembered that this is a projection not a prediction. A projection relies on the aforementioned factors, especially housing starts, holding throughout the planning period in order to have a reasonable degree of accuracy. If the national economy continues its recovery; if interest rates remain relatively low; and, if the local regional economy continues its stability then this projection should “track” during the next ten years. However, a dramatic change in any of those factors could result in significant changes to this projection. A rapid rise in interest rates will stifle the housing market. The loss of a major area employer could cause an out-migration as people seek employment elsewhere. The attraction of a major new employer could have the reverse affect as people are attracted to the area for new employment opportunities.

Again, if the situation remains fairly constant, the projection is that the Community Consolidated School District #46 is poised to experience a continued growth in student enrollment during the next ten year period. However, the Community Consolidated School District #46 should prepare for a “flattening out” in enrollment during the subsequent ten year period as the district “builds out” and the rate of development slows. The district should continue to monitor the enrollment situation for any major deviations from the projected trend. Such a deviation could warrant further investigation.